TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY

STATUS OF PROGRAM/PROJECT IMPLEMENTATION

AO DECEMBER 2016

PROGRAM/PROJECT	BRIEF DESCRIPTION/ RATIONALE	BENEFICIARIES	STATUS OF IMPLEMENTATION/ ASSESSMENT REPORT
KRA 1: *"Transparent, Accountable and Participatory Governance"*			
TESDA OPCR	In line with TESDA's participation in the pilot implementation of the CSC Strategic Performance Management System (SPMS), TESDA established its Performance Management Team (PMT) and came up with its Office Performance Commitment and Review (OPCR) form starting 2012.	• TESDA Operating Units • DOLE	OPCRs and IPCRs submissions are continuously monitored to ensure compliance
Labor Market Intelligence Reports (LMIRs)	The LMIR provides insights on current trends, issues and challenges available in the local and international labor markets. It focuses on the training trends and/or demand of labor and employment.	Technical Education and Skills Development Planners, Policy Makers, and other stakeholders (such as industrial sectors)	**4,436** LMIR on Tourism and Economic Development published and distributed
Training Standards Development (i.e. Training Regulations, Competency-Based Curriculum, Competency Assessment Tools, etc.)	The program aims at developing standards that will align middle-level skills qualifications with the industry standards. The competency standards shall be the bases in assessing the middle-level skilled workers or TVET trainees/graduates through the competency assessment and certification.	Technical Vocational Institutions (TVIs) TVET Practitioners	**36 TRs** reviewed / updated / developed

PROGRAM/PROJECT	BRIEF DESCRIPTION/ RATIONALE	BENEFICIARIES	STATUS OF IMPLEMENTATION/ ASSESSMENT REPORT
National Technical Education and Skills Development Program (NTESDP)	The NTESDP 2011 - 2016 is the third cycle plan which outlines the strategies and program interventions to address the economy's future skills requirements within the period. It guides and directs different TESDA operating units in translating the plans into various programs to achieve growth objectives.	Technical Education and Skills Development Planners, Policy Makers, and other stakeholders	Submitted final draft of 2017-2022 NTESDP Framework
Information System Strategic Plan (ISSP)	The ISSP is a three (3) year architectural blueprint which maps the ICT direction of the agency from 2015 to 2017. This is a DBM requirement for the approval of the budget for ICT programs and resources within the period.	• TESDA Operating Units • e-Governance Stakeholders	Project's hardware and software were partially delivered. Interconnectivity of TESDA CO buildings using fiber optics set for bidding
K to 12 Program	K to 12 means Kindergarten and the 12 years of elementary and secondary education. Kindergarten refers to the 5-year old cohort who undergoes a standardized Kinder curriculum. Elementary education refers to primary schooling that involves 6 years of education (Grades 1-6) while secondary education refers to four years of junior high school (Grades 7-10 or HS Year 1-4) and two years of senior high school (Grades 11-12 or HS 5-6).	• Students • Employers	Participated in the DOLE-DEPED-TESDA joint Guidelines in the implementation of the Labor and Management component of RA10533.
Citizen's Charter	In compliance with the Anti-Red Tape Act (ARTA), Citizen's Charter defines the frontline services offered by TESDA and the standards of their implementation.	General Public	Citizen's Charter on frontline services are posted/ updated near entrances of all TESDA Operating Units.

PROGRAM/PROJECT	BRIEF DESCRIPTION/ RATIONALE	BENEFICIARIES	STATUS OF IMPLEMENTATION/ ASSESSMENT REPORT
ISO Certification	In line with the thrust for good governance by the Aquino administration, TESDA has embarked on its quality journey for its systems and processes.	General Public TESDA Operating Units	TESDA's (including its ROs) ISO Certification sustained.
Quick Response Mechanism to Citizen's Feedback	In line with TESDA's quality policy which measures the worth of the organization by the satisfaction of the customers it serves, various approaches are utilized to secure and respond to Citizens' feedbacks and clarifications/queries.	General Public	Quick response mechanisms to Citizens' feedbacks and queries are continuously maintained, such as the TESDA website, entries to the Director General's Facebook account, face-to-face encounters with the Public Assistance Counter Officer, Call Center Unit, and SMS or calls to TESDA Hotline.
TESDA Efficiency and Integrity Board	In line with Department Order No. 109 series of 2011, TESDA established its Efficiency and Integrity Boards. The Boards aim to promote efficiency and integrity in the organization by formulating a comprehensive Integrity Development Action Plan (IDAP), and monitoring the observance of the Code of Conduct of employees, among others.	General Public	Report on Complaints and cases against officials and employees and EIDP submitted to DOLE.
**KRA 2: " POVERTY REDUCTION AND EMPOWERMENT OF THE POOR AND VULNERABLE"**
Competency Assessment and Certification	The program aims at assessing and certifying the competencies of the middle level skills workers. The assessment process is done to confirm that a	• Students • Trainers of TVIs, LGUs, GAs, private enterprises with	**1,512,233** skilled workers assessed for certification **1,387,985** persons

PROGRAM/PROJECT	BRIEF DESCRIPTION/ RATIONALE	BENEFICIARIES	STATUS OF IMPLEMENTATION/ ASSESSMENT REPORT
	graduate or worker can perform to the standard expected in the workplace based on the defined competency standards. This ensures the productivity, quality and global competitiveness of the middle-level workers.	registered TVET programs, and DepEd trainers • Workers, industry practitioners, professionals, OFWs/Filipino expatriates, and career shifters who want to undergo competency assessment • Prospective competency assessors	certified
Trainers Training	Training and development of TVET Trainers aligned to industry requirements.	TESD Trainers in public and private TVIs	**6,518** TVET trainers trained
Trainers Certification	The assessment and certification of TVET Trainers aims to qualify and certify the current pool of trainers to raise the bar of Trainer/Assessor qualification in the areas of technology and methodology for quality assurance. To attain the appropriate National TVET Trainer Certificate (NTTC) Level I or II, the trainer must acquire NC Level of the qualification appropriate in the programs being handled but not lower than NC II; and acquire the Trainers Methodology Certificate (TMC) I or II.	TESD Trainers in public and private TVIs	**12,309** trainers NTTC certified

PROGRAM/PROJECT	BRIEF DESCRIPTION/ RATIONALE	BENEFICIARIES	STATUS OF IMPLEMENTATION/ ASSESSMENT REPORT
Proactive Job-Skills Matching Process (Seek-Find-Train) Technical Vocational Education and Training (TVET)	To strike a balance between TVET access and TVET efficiency by : • identifying job opportunities in the local and overseas market (Seek); • Identifying the persons with the right aptitude to undergo the required training (Find); and • Conducting the appropriate training (Train)	Industry Sectors • Enterprises • OSYs • Unemployed Adults • TVIs • NGOs	**540,503** clients provided with Career Guidance Services **1,273,481** clients profiled under YP4SC/NCAE
TVET Scholarship			
Training for Work Scholarship Program (TWSP)	The TWSP is intended to operationalize the President's commitment to invest in TVET to reduce poverty and build national competitiveness. It specifically aims to: • Ensure the availability of qualified workforce to fill the skills gap particularly in high demand industries; • Improve the reach of quality TVET to the grassroots; and • Contribute to the upgrading of the quality of TVET programs by encouraging technical vocational institutions to offer programs for higher qualifications; • Catering to in-demand industry requirements.	• OSYs • Unemployed adults • TVIs • Companies in critical/priority sectors	**209,882** scholars subsidized enrollees **181,124** scholars subsidized graduated

PROGRAM/PROJECT	BRIEF DESCRIPTION/ RATIONALE	BENEFICIARIES	STATUS OF IMPLEMENTATION/ ASSESSMENT REPORT
Private Education Student Financial Assistance (PESFA)	PESFA was established through Section 8 of Republic Act No. 8545, otherwise known as "Government Assistance to Students and Teachers in Private Education (GASTPE) Act". The program aims to extend financial assistance to marginalized but deserving students in technical-vocational education and training (TVET) courses and to assist private institutions in their development efforts by assuring a steady supply of enrollees to their course offerings.	• OSYs • Unemployed adults • Private TVIs	**12,541** scholars enrolled **6,863** scholars have graduated
Special Training for Employment Program (STEP)	The program is a community-based specialty training program that will address the specific skills needs of the community, and promote employment, particularly through entrepreneurial, self-employment ad service-oriented activities. It aims to provide skills training opportunities for the beneficiaries in the barangays/communities to make them employable and productive.	At least fifteen (15) years old at the start of the training program; and Filipino citizen. clairvoyant	**21,270** trainees/beneficiaries enrolled **18,147** trainees/beneficiaries graduated
Enterprise-Based Training/Apprenticeship Programs	It is training within an enterprise involving a contract between an apprentice and an enterprise for an approved apprenticeable occupation. It provides a mechanism that will ensure availability of qualified skilled workers	TVET students/graduates	**72,458** enrollees **67,080** graduates

PROGRAM/PROJECT	BRIEF DESCRIPTION/ RATIONALE	BENEFICIARIES	STATUS OF IMPLEMENTATION/ ASSESSMENT REPORT
	based on industry requirements. The apprenticeship training covers a minimum of four (4) months to a maximum of six (6) months. Under learnership program, the training is only three (3) months. Only approved and registered companies can hire apprentices and learners.		
Community-Based Programs	A short-term training program intended for community folks/unemployed adults organized to teach/provide them with specific skills and knowledge that can be used to start a livelihood activity and generate income for the community. The program is usually implemented in collaboration with LGU and Barangay officials.	Unemployed adults and OSYs	**1,045,563 enrollees** **1,026,582 graduates**
Park and Train Mobile Training Plus	The program aims to deliver technical vocational training programs to a community by means of a Mobile Training Classroom (MBC) that is attached to a prime mover. The objective is to create converging efforts among major players in TVET provisions, specifically LGUs, NGAs, and the civil society towards corporate social responsibility, empowerment, governance and community development interventions. The program also aims to provide individuals easy accessibility and affordability to	OSYs Unemployed Adults	Re-opened Bidding and Bid Evaluation for the procurement of CMU Boxes.

PROGRAM/PROJECT	BRIEF DESCRIPTION/ RATIONALE	BENEFICIARIES	STATUS OF IMPLEMENTATION/ ASSESSMENT REPORT
	TESDA's programs and services; and to provide facilities, tools and equipment to be used by the chosen community, to offer core training programs.		
KRA 3: "RAPID, INCLUSIVE AND SUSTAINED ECONOMIC GROWTH"			
Philippine Qualification Framework (PQF)	The PQF defines the level of educational qualifications and sets the standards for all education outcomes that are aligned with the standards of industry. It will facilitate pathways and equivalencies to assist people to move easily and readily between the different education and training sectors. It will also facilitate workers employability and mobility as qualifications can be benchmarked with standards of other countries.	Various sectors and stakeholders of education and training	PQF-NCC to draft resolution nominating Philippine Representatives to the AQRF for endorsement to the ASEAN Secretariat.
Job-Bridging Internship Program (JBIP) / Blue Desks	The program aims to provide assistance to both overseas and locally displaced workers, their dependents and other job seekers for employment and/or skills training and re-training thru Internship Program. The activity is endeavored to provide the target beneficiaries job placement; scholarship slots; skills internship program; and /or livelihood assistance by participating agencies.	Displaced workers, their dependents and other job seekers	**542,370** Blue Desk Clients Served **383,662** Blue Desk Clients hired

PROGRAM/PROJECT	BRIEF DESCRIPTION/ RATIONALE	BENEFICIARIES	STATUS OF IMPLEMENTATION/ ASSESSMENT REPORT
KRA 5: "INTEGRITY OF THE ENVIRONMENT AND CLIMATE CHANGE ADAPTATION AND MITIGATION"			
P-Noy Bayanihan Furniture Production Project	The project is a collaborative effort of four government agencies (PAGCOR, DENR, DepEd, and TESDA) to provide the educational sector with armchairs and other school furniture by utilizing confiscated logs and lumbers while providing livelihood opportunities to communities where the furniture production sites are located through training cum production approach.		Project's Terminal Report submitted

E N D of Document